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Editorial

Furthering Students' Potential for Developing as Academic Writers

This issue of the *Journal of Academic Writing* begins with an article on 'Devising an Online Resource to Help Undergraduate Science Students Critically Evaluate Research Articles'. Trevor Day, Julie Letchford, Hazel Corradi, and Thomas Rogers argue that the ability to evaluate research papers critically 'is an important vehicle for promoting acculturation into a scientific discipline'. The article describes the authors' process of designing—and the key features of—an online resource for scaffolding undergraduate science students in critical evaluation. According to the authors, this resource encourages and enables students 'to be purposeful, inquisitive and critical in their reading of scientific papers' in order to inform their own writing and learning throughout the different stages of their degree study.

In 'Developing Student-Writers' Self-efficacy Beliefs', Joel M. Magogwe, Boitumelo T. Ramoroka, and Ruth Mogana-Monyepi report on a study they carried out on students' learning of advanced writing skills at the University of Botswana. Focusing on academic writing and self-efficacy, the researchers sought to determine whether a relationship existed between students' levels of confidence in their writing abilities and their performance as academic writers. The article concludes that increasing students' self-efficacy 'beliefs can add to students' tools for developing their writing competence'.

The third article in this issue, 'Recall, Recognise, Re-Invent: The Value of Facilitating Writing Transfer in the Writing Centre Setting', focuses on a study of writing centre work and 'writing transfer' conducted at Maynooth University, Ireland. Alison Farrell and Sharon Tighe-Mooney suggest, as a result of this study, that university students who have the opportunity to work on their writing with a writing tutor or writing developer can be empowered to make connections between their own 'literacy archive[s]', the writing tasks on which they are working, and their future writing assignments.

The three articles in this issue are followed by two book reviews which have bearing on how writing is taught. In the first review, Sally Mitchell considers the challenges of working with academics to teach writing more explicitly in the disciplines, by exploring Caroline Coffin's and Jim Donohue's (2014) *A Language as Social Semiotic-Based Approach to Teaching and Learning in Higher Education*. The second review, by Stephan Meyer, is of Steven Pinker's (2014) *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. Meyer's review contemplates Pinker's response to the difficult topic of style in writing as informed by taste and authority as well as by a scientific conception of how language works.

As Editor, I am pleased to say that the *Journal of Academic Writing* is seeking to expand its 'Book Reviews' section and to make it a regular feature. The two substantial reviews in this issue set the scene for this expansion, and underscore the value of bringing commentary from members of the EATAW community on significant books in our field. It is appropriate to announce, here, too, that Dr. Íde O'Sullivan will serve as Book Reviews Editor from the next issue of the journal in order to develop this type of contribution.

A further announcement is that readers may notice that the current issue introduces the use of 'Digital Object Identifiers' (DOIs) in the *Journal of Academic Writing*. DOIs (for example,

<http://dx.doi.org/10.18552/joaw.v5i2>) provide unique identification for electronic documents and other digital objects. Unlike a URL ('Uniform Resource Locator'/website address), an electronic document's DOI is fixed. This means that DOIs provide reassurance that references cited can be located even if URLs of the websites to which these documents are affiliated change. Beginning with this Summer 2015 issue of the *Journal of Academic Writing*, a DOI will be assigned to each issue and to every manuscript published in the journal, and standard practice will be to include a DOI, if available, for entries in lists of references. As a larger project, my colleagues and I will be working to assign DOIs to manuscripts in all back issues of JoAW¹.

With these points in mind, I encourage you to read and enjoy the Summer 2015 issue of the *Journal of Academic Writing*.

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¹ I would like to thank my colleagues Joanne Marsh (Repository Development Officer) and Michelle Mayer (Research Data Officer) in the Research and Scholarly Publications Team, Coventry University Library, for doing the groundwork to make it possible to assign DOIs to JoAW manuscripts and issues, and for locating DOIs for entries in lists of references for this issue.